

2008/2009

PLAN[®]



Room Supervisor's Manual



ACT[®]

How to Contact PLAN Customer Services

**ACT makes the following toll-free number available to test supervisors.
This number is NOT to be given to students or parents.**

800/553-6244, extension 1029

TDD for hearing impaired (must call from a TDD) 319/337-1524

ACT Office Hours: 8:30 A.M.–5:00 P.M. central time, Monday–Friday

Visit ACT's website at **www.act.org**

ACT endorses the *Code of Fair Testing Practices in Education* and the *Code of Professional Responsibilities in Educational Measurement*, guides to the conduct of those involved in educational testing. ACT is committed to ensuring that each of its testing programs upholds the guidelines in each *Code*. A copy of each *Code* may be obtained free of charge from ACT Customer Services (68), P.O. Box 1008, Iowa City, IA 52243-1008, 319/337-1429.

Contents

PLAN Test Administration Guidelines	2
Preparing Testing Rooms	2
Examples of Seating Arrangements	3
Use of Calculators on the Mathematics Test	4
Unauthorized Testing Aids	5
Guessing	5
Rest Period	5
Leaving the Room During Testing	5
Announcement of Time Remaining	5
Electronic Devices	5
Testing Irregularity Report	5
Student Challenge of Test Items	5
Mistiming	6
Defective Test Booklet or Answer Folder	6
Student Who Becomes Ill	6
Prohibited Behavior	6
Test Administration Procedures	7
Non-Test Sections	7
Academic Tests	7
Test Day Procedures	8
Avoiding Common Errors When Completing Answer Folders	8
Use of Calculators	8
Verbal Instructions for Student Information and Non-Test Sections	9
OPTION 1	10
OPTION 2	14
Verbal Instructions for the Academic Tests	16
Disposition of Answer Folders and Test Materials	21
Checking Answer Folders	21
Accommodation Codes	22
Special Status Codes	22
PLAN Testing Irregularity Report	23
PLAN Room Supervisor Comment Form	25
Procedures Checklist	back cover

PLAN Test Administration Guidelines

This guide is designed to provide direction to you, the room supervisor, in administering the PLAN® test, including specific instructions as well as a script for conducting the timed test portion and optional verbal instructions for completion of the non-test portion of PLAN. **Please** study these instructions before the test day.

If you have questions concerning the administration of PLAN, check with your school's PLAN test supervisor. If needed, they may call PLAN Customer Services during regular office hours, 8:30 A.M.–5:00 P.M. central time, Monday through Friday, at 800/553-6244, extension 1029.

Preparing Testing Rooms

Testing rooms should offer adequate writing surfaces, uncrowded seating, good lighting, comfortable temperatures, a quiet atmosphere, and freedom from distraction.

Writing surfaces should be large enough to accommodate the test booklet and answer folder side-by-side. Students should not be distracted by inadequate writing surfaces. Lap boards should not be used.

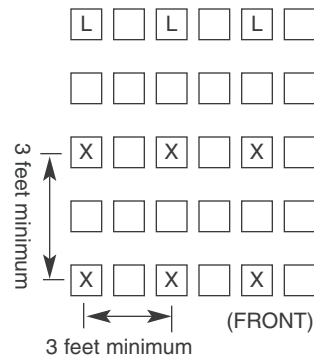
Where possible, plan to seat students in a block so that all rows (side-to-side) and columns (front-to-back) have the same number of students. This arrangement simplifies the distribution, collection, and verification of test materials. All students must face the same direction. Be sure the aisles between rows or columns of seats are wide enough for testing personnel to circulate during the examination without disturbing students—at least three feet shoulder-to-shoulder.

Whenever possible, seat left-handed students in a separate column at the right of the test room (as viewed from the front of the room), or in the last seat of each column of right-handed students. If left-handed writing surfaces are not available, arrange two columns of chairs side-by-side and instruct students to use the writing surface of the empty chair on the left.

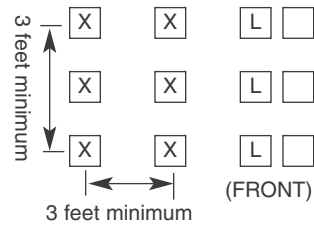
Examples of Seating Arrangements

X = one examinee; L = one left-handed examinee; □ = one desk

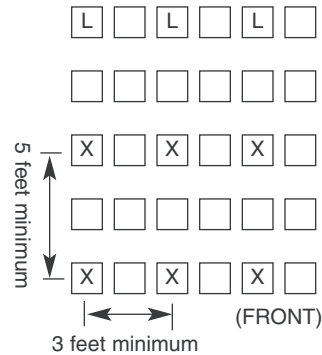
1. Level seating with stationary desks



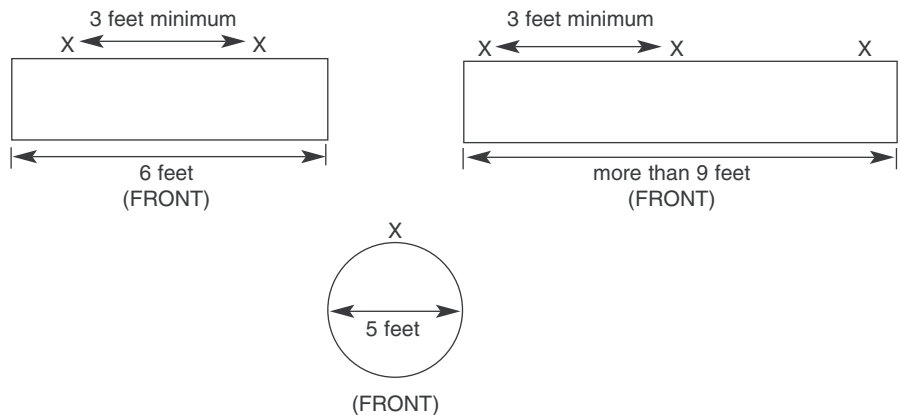
2. Level seating with movable desks



3. Elevated seating



4. Tables



Use of Calculators on the Mathematics Test

ACT allows the use of a calculator on the PLAN Mathematics Test but not on any of the other tests in PLAN. Students are **not required** to use a calculator. All problems can be solved without a calculator. If students regularly use a calculator in their math work, they may wish to use one they are familiar with as they take the Mathematics Test. Using a more powerful, but unfamiliar, calculator is not likely to give students an advantage over using the kind they normally use.

Students may use any four-function, scientific, or graphing calculator, unless it has features described in the **Prohibited** list. For models on the **Permitted with Modification** list, they will be required to modify some of the calculator's features.

Prohibited Calculators

The following types of calculators are **prohibited**:

- calculators with built-in computer algebra systems—*Prohibited calculators in this category include:*
 - Texas Instruments: All model numbers that begin with **TI-89** or **TI-92** and the **TI-Nspire CAS**—*Note: The TI-Nspire (non-CAS) is permitted.*
 - Hewlett-Packard: **HP 48GII** and all model numbers that begin with **HP 40G**, **HP 49G**, or **HP 50G**
 - Casio: **Algebra fx 2.0**, **ClassPad 300**, and all model numbers that begin with **CFX-9970G**
- handheld, tablet, or laptop computers, including PDAs
- electronic writing pads or pen-input devices—*Note: The Sharp EL 9600 is permitted.*
- calculators built into cell phones or other electronic communication devices
- calculators with a typewriter keypad (keys in QWERTY format)—*Note: Letter keys **not** in QWERTY format are permitted.*

ACT regularly updates information about which calculators are **prohibited**. To be certain their calculator will be permitted on test day, students should visit www.actstudent.org/plan/tips/calculator.html or call 800/498-6481 for a recorded message.

Calculators Permitted with Modification

The following types of calculators are permitted, but only after they are modified as noted:

- calculators with paper tape—*The tape must be removed.*
- calculators that make noise—*The sound must be turned off.*
- calculators with an infrared data port—*The infrared data port must be completely covered with heavy opaque material such as duct tape or electrician's tape.*
- calculators that have power cords—*All power/electrical cords must be removed.*

On the Test Day

Students are responsible for making sure their calculator is working and has reliable batteries. Students may bring a backup calculator and extra batteries to the test. Testing staff will **not** supply batteries or calculators. Students will **not** be allowed to share calculators during testing.

Testing staff will check calculators to verify they are permitted, and they will monitor students' use of their calculators to ensure that the students:

- use a calculator only during the Mathematics Test;
- use a backup calculator only after it has been checked by a member of the testing staff;
- do not share a calculator; and
- do not store test materials in the calculator's memory.

If a student's calculator has characters one inch high or larger, or a raised display, testing staff may seat the student where no other test taker can see the calculator.

**Unauthorized
Testing Aids**

The use of highlight pens, scratch paper, notes, unapproved calculating devices, foreign language dictionaries, or other dictionaries is not permitted. Scratch work is to be done in the test booklet.

Guessing

Specific instructions about guessing are printed on the back cover of the test booklets. If students ask you about guessing, refer them to these instructions. **Do not comment on or add in any way to the printed directions.**

Rest Period

Follow instructions from your supervisor; you may allow students a short (5–10 minutes) rest period between Tests 2 and 3. If the non-test sections are administered in the same session as the academic tests, you may also allow a break before Test 1. Do not allow students to leave the room except to use the restroom; they may stand beside their desks for a few moments.

**Leaving the Room
During Testing**

Students may be allowed to go to the restroom during the timed portion of the tests, but it is best not to make a general announcement to that effect. Only one student may leave the testing room at a time. Collect the test booklet and answer folder before the student leaves the room and return the materials when the student returns. Students who leave the room during the timed portion of the test may not make up lost time. Such absences need not be recorded on the Testing Irregularity Report form. **Do not leave a testing room unsupervised at any time.**

**Announcement of Time
Remaining**

A verbal announcement of time remaining will be read five minutes before the end of each test. Do not distract examinees during the test session with additional oral or written announcements of time remaining.

If a clock is visible to all students in the testing room, you may post the Start and Stop times and/or time allowed for each test on the board (e.g., Test 1, 30 minutes: Start time—9:00, Stop time—9:30). Do not post time remaining.

Electronic Devices

Examinees are not allowed to have pagers or cell phones on their person. Preferably they should not bring them into the testing room; if they do, these devices should be turned off and placed under the student's desk. Beeper alarms on watches, pagers, or cell phones can distract examinees. A warning to examinees to NOT set watch or cell phone alarms is included in the verbal instructions.

**Testing Irregularity
Report**

The Testing Irregularity Report on page 23 is intended for use primarily by school personnel as a record of any test administration irregularities that may affect student scores or the interpretation of PLAN results. Testing personnel should use the form to report any of the irregularities occurring within the room. Retain Testing Irregularity Reports and voided answer documents in your school at least until PLAN results are received and distributed to students.

If any irregularities are reported involving defective materials, challenged test items, or timing errors that could not be corrected, forward a copy of the report to ACT with completed answer folders. Attach defective materials to the report.

**Student Challenge of
Test Items**

If a student challenges typographical errors or ambiguities in particular test items, include an explanation of the student's question on the Testing Irregularity Report and return the form with the answer folders to your test supervisor.

Mistiming

Use a stopwatch or interval timer to keep time. Extreme vigilance must be maintained to ensure the exact time is allowed for each test. **Scores CANNOT BE ADJUSTED to compensate for a mistiming.** To verify the time given for each test, the Start and Stop times and the 5-minute time remaining must be written in the appropriate place in this manual and computations checked carefully before time is called. If a proctor is assigned to the room, that person should also keep time with the room supervisor.

If a mistiming does occur, allow the students to make up a shortage of time before being dismissed. If a shortage on a previous test is discovered after students have begun work on the next test, do not interrupt their work. Wait until that test has been completed; then, allow the additional time on the previous test.

Defective Test Booklet or Answer Folder

Use an extra test booklet to replace a defective one. Replace a defective answer folder with a new one as soon as the defect is discovered. Have the student transfer **all** information to the new answer folder. (This may occur after the test session so that the student does not lose testing time.) Mark the defective answer folder VOID. Describe the defective materials on the Testing Irregularity Report and attach all defective materials to the report.

Student Who Becomes Ill

If a student becomes ill and asks to leave the room after starting the timed academic tests, collect the student's answer folder and test booklet. If the student returns and continues testing, the time lost may not be made up. Record the lost time on the Testing Irregularity Report.

If the student wishes to discontinue testing because of illness, try to determine whether he or she wants to have the answer folder scored. If the answer folder is to be scored, all non-test sections completed and tests attempted will be scored. If the answer folder is to be voided, mark it VOID; DO NOT return the answer folder to ACT. For school records, make an entry on the Testing Irregularity Report explaining why the answer folder was voided.

Prohibited Behavior

The following behaviors are prohibited during administration of the PLAN tests:

- Looking back at a previous test on which time has already been called
- Looking ahead in the test booklet
- Looking at someone else's test booklet or answer folder
- Disturbing other examinees
- Giving or receiving assistance
- Using highlight pens, scratch paper, notes, or dictionaries
- Filling in ovals after time has been called (including filling in ovals on a previous test during a later test, even if the test booklet is not opened)
- Using a calculator on any test other than the Mathematics Test
- Sharing a calculator with another examinee
- Using calculators to share or exchange information during the test
- Using an unapproved calculating device
- Attempting to use a calculator's memory to remove test materials, including test questions or answers, from the test room

Test Administration Procedures

Non-Test Sections

If you **SUSPECT** a student is engaged in any of the prohibited activities, discreetly warn the student that these actions are prohibited and continue close observation. To discourage looking at someone else's answer folder or giving or receiving assistance, you may move the student to another seat. Document your suspicions and actions on the Testing Irregularity Report.

If you **OBSERVE** any of these behaviors, collect the answer folder and test booklet. Advise the student that the answer folder will not be scored. Void the answer folder and the test booklet, but do not return them to ACT. On the Testing Irregularity Report, include an explanation of why the answer folder was voided.

Note: A boxed question mark ☐ in the left margin indicates an option that should be considered before PLAN is administered.

ACT recommends that the non-test sections be administered during a separate session **before** the test day. Administration time will be approximately 65–75 minutes. Your test supervisor will instruct you which option to use for the verbal instructions for the non-test sections:

- **Option 1**—All directions are read to the students as they follow along with their copies of *Instructions for Completing Your Answer Folder*.
- **Option 2**—Students read the directions themselves from their copies of *Instructions for Completing Your Answer Folder*.



Pre-ID Label Users: Regardless of the option you select above, remind students to complete their answer folders according to specific instructions for PLAN student pre-ID label users that were provided with the pre-ID labels shipped to the school.

Academic Tests

The academic tests must be administered on a single day to all students at the same time. Allow 125–135 minutes for the academic test sections, including distribution and collection of materials, instructions, and a break. Exceptions to this policy are make-up testing and special testing, which are discussed in the *PLAN Test Supervisor's Manual*.

The four academic tests must be administered in the order listed. **Observe these time limits exactly:**

English	30 minutes
Mathematics	40 minutes
Reading	20 minutes
Science	25 minutes

Verbal instructions for both the non-test and academic test sections are printed on pages 9–21. Before the test day, study the verbal instructions enclosed in boxes. Do not change these instructions in any way.

Highlight the directions for the non-test option you have been instructed to use. It is important that all testing personnel become familiar with the instructions in this manual prior to the test day.

Test Day Procedures

Previously Completed Non-Test Portions: Hand the answer folders directly to each student to assure that each student has his or her own answer folder. Once this is completed and students have confirmed they have their own answer folder, you may distribute the test booklets.

Same Day Completion of Non-Test Portions: Distribute an answer folder and copy of *Instructions for Completing Your Answer Folder* to each student. These materials may be counted and given to the first student in each row to pass back. The test supervisor will have informed you as to whether the instructions are to be read aloud to students or if they may proceed on their own following the printed instructions. A break will typically follow completion of the non-test portion. Wait until all students have completed blocks **A** through **U** before taking this break. Once all students have returned from the break and are seated, distribute the test booklets. Do not pass test booklets back or across the aisles. During the examination, count the booklets being used and the extras. The total must equal the number of booklets assigned to the room. **Before the test is administered, no person is allowed to examine the contents of the test booklets.**

Room supervisors and proctors should walk around the room while students are completing both the non-test and test sections of PLAN to be sure students are working in the correct sections of their answer folders.

Avoiding Common Errors When Completing Answer Folders

To expedite reporting of PLAN results, room supervisors should be alert to the types of errors students commonly make when completing their PLAN answer folders. Emphasize the correct procedures to avoid these errors, walking around the testing room to observe students as they complete these steps.

In completing blocks **B** and **P–S** (student name and address):

- grid only one oval per column.
- start with the first box and first column of ovals in a block.
- grid name and address in addition to writing them in the spaces.

When completing blocks **D–O** (important record identification information), double-check for accuracy of information written in the boxes and gridded below. It is highly desirable for testing personnel to check these sections of the students' answer folders, particularly block **G** (gender), block **J** (grade level), block **K** (testing at own school), and block **L** (high school code for students not testing at their own school) since these data elements can affect School Profile Reports. ACT does not correct this information on student records after answer folders are processed.

Use of Calculators

Testing personnel are responsible for checking examinees' calculators at the beginning of the Mathematics Test. Quickly check the following:

1. Examinee is using a basic four-function, scientific, or graphing calculator. (If an examinee's primary calculator malfunctions and he/she raises his/her hand during the Mathematics Test, check the backup calculator.)
2. If an examinee has a calculator with a raised or large (one-inch or more) display, seat that examinee where his/her calculator display cannot be seen by other examinees.

If an examinee is found to be using an unauthorized calculator or using any calculator on a test section other than the Mathematics Test, tell the examinee that the calculator is not authorized and must be put away. Warn that continued use will result in dismissal. If the examinee persists, collect the test booklet and answer folder and tell the examinee he/she was warned that use of the calculator would result in dismissal and the answer folder will not be scored. Mark the answer folder **VOID** and record the incident on the Testing Irregularity Report (page 23). Do not return the voided answer folder to ACT.

Verbal Instructions for Student Information and Non-Test Sections

Room Supervisor Instructions: *Please* study these instructions before the test day. The student information and non-test sections that you are about to administer may be handled either by reading the instructions to the students (Option 1) or by leading the students through the sections as they read the instructions (Option 2). **Your test supervisor will advise you as to which option will be used.**

ACT recommends for ease of identifying the correct text for your situation that the box with a question mark next to the text be highlighted. Read aloud all instructions enclosed in the applicable shaded blocks (except those in parentheses, which are for your information only); do not depart from this text. Where a series of dots appears, pause to let the students follow instructions.

Read the first shaded block to all students (Pre-ID Label Users, Options 1 and 2).

When all students have been admitted and seated, and everyone has a pencil, greet the students and say:

Please clear your desks of everything except your pencils. During these test activities no food or drink will be permitted. Headphones are only permitted when testing with the PLAN CD or audiocassette. The information that you provide when you fill out your PLAN answer folder will be used to prepare reports for you and our school. Be careful to follow these instructions and those on the folder itself. Errors may make it impossible for ACT to prepare a report for you.

Your answer folder will be scored by computer. It is essential to follow directions and to mark your responses accurately to ensure that the responses ACT records for you are the ones you intend. Use a soft-lead (no. 2) pencil to complete your answer folder. Do not use ink or ballpoint pen. Fill in each oval completely, making sure all marks are dark and heavy and within the appropriate ovals. All errors must be erased thoroughly. If you do not use all the boxes in a block, fill in the blank oval below each empty box.

PLAN answer folders and instruction booklets are now going to be distributed. Do not mark on either of them until you are told to do so.

Distribute the answer folders and instruction booklets.



Pre-ID Label Users: Hand the pre-ID labeled answer folders and a copy of *Instructions for Completing Your Answer Folder* **directly to each student** to assure the student has their own answer folder. Instruct each student to carefully review the printed information on his or her label for correctness. If address corrections are required, students should darken the oval in block **C**. Also, all students should respond to block **I**. Students *must* leave blocks **B**, **D–H**, and **J–M** blank.

Refer students to page 3 of *Instructions for Completing Your Answer Folder* and the instructions for blocks **I–O**. When all are finished with these blocks, ask students to turn to page 2 of the answer folder. Students who need to correct their mailing address (those who marked the oval in block **C**) should now complete only the specific block (**P**, **Q**, **R**, and/or **S**) where a correction is needed. All students should then continue with blocks **T–W**. If you wish to read instructions aloud, begin on page 12 at the paragraph that begins “Turn to page 6...”.

OPTION 1



Read these instructions if students are to follow along while the room supervisor reads aloud all instructions for completing non-test portions.

Turn to page 2 of your instruction booklet. Read the information at the top of page 2, paying particular attention to the instructions in bold-face type in the right-hand column. . . .

Now turn your answer folder so that page 1 faces you. In block **A**, print the name of the school where you are testing. . . . In block **B**, print your name in the boxes labeled **Last Name, First Name, MI** (for middle initial). Begin in the first box for each part of your name. If there are not enough boxes for your name, print as much as possible using one box for each letter. Do not extend any part of your name into the boxes reserved for another part of your name. Fill in the correct oval in the column directly below each box containing a letter.

Enter your school assigned **Student ID number** in the boxes of block **D** beginning in the first box. [If your school does not assign student IDs, you may instruct students to leave this block blank.]

Next enter your **Social Security number** in the boxes of block **E**. Fill in the appropriate ovals. If you do not know your Social Security number or do not wish to provide it, leave this section blank. ACT will use the number only for processing and identification of your record and to match your PLAN record to other ACT tests taken at other times (such as the ACT®). . . .

In block **F, Date of Birth**, grid the month and enter the day and last two digits of the year in which you were born. Enter a zero in front of a single-digit date (e.g., if born on the 6th, enter 06). Fill in the correct ovals below each box. . . .

Fill in the appropriate oval for block **G**. . . .

In block **H**, fill in the oval next to the phrase which best describes your racial/ethnic background as commonly recognized by your family and friends.

Fill in the appropriate oval for block **I**. . . .

In block **J**, indicate your **present grade level**. . . .



If you are testing only students from your school, say:

Now look at block **K, Are You Testing at the School You Attend?** Fill in “YES” in block **K** and skip block **L**.

?

If you are testing students from one or more high schools as part of a college outreach or other special program and your counselors want to receive all results for the students you are testing, have the students respond “Yes” to block **K** and omit block **L** by saying:

Now look at block **K**, **Are You Testing at the School You Attend?** In order for your PLAN results to be returned to our program, fill in “Yes” and skip block **L**.

?

If your testing group includes home-schooled students or students from another high school, substitute the following instructions for blocks **K** and **L**:

Now look at block **K**, **Are You Testing at the School You Attend?** If you are a student at this school, fill in “YES” and leave block **L** blank.

If you attend another school, fill in “NO” in block **K**. Then, in block **L**, enter the ACT code of your high school and fill in the correct oval in each column. This will permit ACT to send your reports to your school. If you do not know that number, please raise your hand.

If you are home-schooled, fill in “NO” in block **K** and enter **979-999** in block **L**.

If a student from another school does not know the ACT code for that school, continue with the administration but make a note of the student’s name and school. After the test session is completed, report this information to your test supervisor. If needed, the test supervisor may call PLAN Customer Services (800/553-6244, extension 1029) and ask for the correct ACT high school code to be entered in block **L** of the student’s answer folder.

?

If your test supervisor has indicated that students should complete Sort Codes in block **M**, distribute the test supervisor-provided instructions for completing this block now. Then continue by saying:

Refer to pages 3 through 6 in your instruction booklet to complete blocks **N** and **O**, **Student Information** and **E-mail Address**. Your responses to items in these two sections will be used by ACT to determine if your plans, interests, or characteristics match opportunities available from colleges, universities, and scholarship agencies. Read the questions and response choices carefully, then mark your responses on your answer folder in block **N**. Look up when you have finished block **N**.

Next, print your current e-mail address, if you choose, in block **O**. Again, look up when you are finished. . . .

VERBAL INSTRUCTIONS FOR STUDENT INFORMATION

Allow 5–10 minutes for students to complete blocks **N** and **O**. When everyone seems to be finished, say:

Raise your hand if you need more time to complete these blocks. . . .
(Allow additional time if necessary.)

When students have finished block **O**, say:

Turn your answer folder to page 2. Now look at blocks **P**, **Q**, **R**, and **S—Mailing Address, City, State Code, and ZIP Code**. In block **P**, leave a space between the parts of your mailing address. Also, if your street address has a dash (-) in it, substitute a blank. If you need to abbreviate in block **P**, use the abbreviations listed in your instruction booklet. Look at the examples on page 6 of your instruction book. . . . For block **R, State Code**, look at the list of state codes. . . . In blocks **P**, **Q**, **R**, and **S**, fill in the correct oval in each column below all of the boxes with your address. Please be sure that you have accurately completed the address section. This address will be used by colleges, universities and scholarship agencies if you answered “Yes” to block **I**.

Turn to page 6 of *Instructions for Completing Your Answer Folder*, and read the instructions for completing block **T, Interest Inventory**. Being careful to follow the instructions given, mark your responses for each activity.

This should take you about 10 minutes. Look up when you finish. You may begin. . . .

When everyone seems to have finished, say:

Does anyone need more time? (Allow additional time to complete block **T** if necessary.)

Now look at block **U, Needs Assessment**. Read the directions before you begin. Look up when you have finished. . . .



If you are administering **Supplemental Local Items**, distribute copies of these questions now and continue:

I am now distributing some additional questions for you to complete today. Begin when you receive your questions, marking **ONLY ONE** response per item in block **V**. Look up when you have finished. . . .

After everyone has finished, say:

Now turn your answer folder to page 3 and look at block **W, High School Course/Grade Information**. Read the directions before you begin. Refer to page 8 in your instruction booklet for a description of each course listed. The descriptions may help you decide which oval to fill in for courses you have taken or plan to take. [If your test supervisor has prepared a list of local course titles to be used in completing this section, distribute copies to the students now.]

Look up when you have finished. You may begin. . . .

After 15–20 minutes have passed and everyone seems to have finished, say:

Does anyone need more time? (Allow additional time if necessary.)

?

If you are NOT continuing with the PLAN academic tests at this session, read the directions in the next box.

I/We will now collect your answer folder and instruction booklet. Turn your answer folder so that page 1 faces you. Please sit quietly until all materials are collected.

Collect the answer folders and store them securely until they are redistributed on test day. Students may keep their instruction booklets or you can collect them and discard them.

?

If you are CONTINUING with the PLAN academic tests today, continue below:

I/We will now collect your instruction booklets. Please pass them to the front of your row. . . .

Close your answer folder and lay it on your desk with page 1 up. We'll take a short break and then begin the PLAN tests. Our next break will be between tests 2 and 3 of the four PLAN tests. Please be back in your seats at _____. (Provide instructions about use of restrooms, etc. during the break.)

When students have returned to their seats, continue with the **Verbal Instructions for the Academic Tests**, page 16.

OPTION 2

Read these instructions if students are to complete the non-test sections on their own as they follow the directions printed in the booklet *Instructions for Completing Your Answer Folder*.

?

If the test supervisor is utilizing sort codes (block **M**) to assist with student reports, please distribute the special sort code instructions along with the answer folder and *Instructions for Completing Your Answer Folder*.

?

If you are only testing students from your school say:

Before you begin filling in your personal information, look on page 1 of your answer folder at block **K, Are You Testing at the School You Attend?** Since you are all students at this school, fill in “YES,” and you will then skip block **L**. Now turn to page 2 in your instruction booklet. Begin reading the information at the top of this page. Follow all the directions for completion of blocks **A** through **W** and then wait for further instructions from me. You may begin now.

?

If your testing group includes home-schooled students or students from another high school say:

Before you begin filling in your personal information, look on page 1 of your answer folder at block **K, Are You Testing at the School You Attend?** If you are a student at this school, fill in “YES” now and leave block **L** blank.

If you attend another school, fill in “NO” **now** in block **K**. Then, in block **L**, enter the ACT code of your high school and fill in the correct oval in each column. This will permit ACT to send your reports to your school. If you do not know that number, please raise your hand.

If you are home-schooled, fill in “NO” **now** in block **K** and enter **979-999** in block **L**. Be certain to complete your mailing address accurately when you come to blocks **P, Q, R**, and **S**, so your score report can be mailed to your home. Now turn to page 2 in your instruction booklet. Begin reading the information at the top of this page. Follow all the directions for completion of blocks **A** through **W** and then wait for further instructions from me. You may begin now.

(If a student from another school does not know the ACT code for that school, continue with the administration but make a note of the student’s name and school. After the test session is completed, report this information to your test supervisor. The test supervisor may call PLAN Customer Services [800/553-6244, extension 1029] and ask for the correct ACT high school code to be entered in block **L** of the student’s answer folder.)

?

If you are testing students from one or more high schools as part of a **college outreach or other special program** and your test supervisor wants to receive all results for the students you are testing, have the students respond “Yes” to block **K** and omit block **L** by saying:

Now look at block **K, Are You Testing at the School You Attend?** In order for your PLAN results to be returned correctly, fill in “Yes” in this block, skipping block **L**. Now turn to page 2 in your instruction booklet. Begin reading the information at the top of this page. Follow all the directions for completion of blocks **A** through **W** and then wait for further instructions from me. You may begin now.

This non-test portion will take approximately 55–65 minutes to complete. When all students seem finished or 65 minutes have passed, say:

Raise your hand if you need more time to complete the information on your answer folder. . . . (Allow additional time if necessary.)

?

If you are not continuing with the PLAN academic tests at this session, read the directions in the next box.

I/We will now collect your answer folder and instruction booklet. Turn your answer folder so that page 1 faces you. Please sit quietly until all materials are collected.

Collect the answer folders and store them securely until they are redistributed on test day. Students may keep their instruction booklets or you can collect them and discard them.

?

If you are continuing with the PLAN academic tests today, continue below:

I/We will now collect your instruction booklets. Please pass them to the front of your row. . . .

Close your answer folder and lay it on your desk with page 1 up. We’ll take a short break and then begin the PLAN tests. Our next break will be between tests 2 and 3 of the four PLAN tests. Please be back in your seats at _____. (Provide instructions about use of restrooms, etc. during the break.)

When students have returned to their seats, continue with the **Verbal Instructions for the Academic Tests** on page 16.

Verbal Instructions for the Academic Tests

?

If the non-test sections were administered on an earlier date, greet the students at the beginning of this session and be sure all students have pencils. Then redistribute the answer folders, being sure each student has his or her own folder from the earlier session.

If you are continuing with the academic tests on the same day as the non-test sections, be sure students return from the break and take the same seats they were in previously.

Please check to be sure you have your own answer folder. . . . The test booklets will now be distributed. Do not open them until I tell you to do so. When you receive your test booklet, print your name clearly and enter your School ID or Social Security number in the space provided on the front cover of the booklet. Then, read the directions printed on the back cover. After you have read them, look up. . . .

Hand each student a booklet individually; do not pass booklets back or across aisles.
Keep an exact count of the number of test booklets distributed.

?

If your school is using sort codes to sort score reports, also instruct students to write the same code they entered in block **M** of their answer folders on the booklets above the School ID/Social Security number. This will facilitate returning the booklets along with the sorted score reports. When everyone has had enough time to write their names and read the directions, say:

Raise your hand if you need more time to read the directions. (Allow additional time if necessary.) Turn your answer folder to page 4. Compare the test form number from the front of your test booklet to the options listed in the block labeled **PLAN Form** on your answer folder. Write and grid this test form in the appropriate areas. . . .

All standard test forms will be 30A. Special format test forms being administered during the 2008–09 national testing period will be Test Form 29B. If you have a form other than 30A for standard testing or 29B for special format testing, contact PLAN Customer Services immediately. Do not proceed with testing.

When everyone has recorded this information, say:

We are now ready to begin the testing period. The use of highlight pens, scratch paper, notes, unapproved calculating devices, and foreign language or other dictionaries is not permitted. If you brought a calculator for the Mathematics Test, put it away now. **Scratch work should be done in your test booklet.** Only responses marked on your answer folder during the time allowed for that test will be counted. If you need another pencil during the test, raise your hand.

I (or we, if a proctor has been assigned to your room) will walk around the room during testing to be sure you are working on the right test and are marking your answers in the correct place on your answer folder. If you have a question, raise your hand for assistance rather than looking around.

If you are wearing a wristwatch with an alarm or have any other alarm device, or if you are carrying a pager or cellular phone, please turn it off now. These distract others and are not allowed, and may be cause for dismissal. I will keep the official time for this examination with my timepiece. I will announce when 5 minutes remain on each test to serve as a warning before time is called. It is to your advantage to answer every question. Are there any questions?

If there are no questions, continue by saying:

The following behaviors are prohibited. You will be asked to turn in your test materials and your answer folder will not be scored if you are:

- looking back at a previous test on which time has already been called.
- looking ahead in the test booklet.
- looking at someone else's test booklet or answer folder.
- giving or receiving assistance.
- disturbing other examinees.
- using headphones (other than by examinees taking PLAN via CD or cassette tape under special testing arrangements).
- using highlight pens, scratch paper, notes, or dictionaries.
- using a calculator on any test other than the Mathematics Test.
- sharing a calculator with another examinee.
- using calculators to share or exchange information during the test.
- using an unapproved calculating device.
- attempting to use your calculator's memory to remove test materials, including test questions or answers, from the test room.
- filling in ovals after time has been called. Filling in ovals on a previous test during a later test or filling in ovals even with the test booklet closed is prohibited. If we notice that a test has not been completed and later notice it has been, that will be grounds for marking your answer folder VOID.

Are there any questions?

Answer any questions, then continue by saying:

From this time on, there must be absolutely no talking. Listen carefully to these instructions and do not open your booklets until I tell you to.

You will have **30 minutes** to work on **Test 1**. During this time you are to work only on **Test 1**. If you finish before time is called, recheck your work, then place your answer folder inside your test booklet, and close the test booklet. Do not go on to the next test.



Test 1 30 Minutes	
START	_____
5 minutes remaining	_____
STOP	_____

Set your stopwatch or interval timer to **30 minutes**, and then say:

You will have **30 minutes** to work on this test. Open your test booklet to **Test 1**, read the directions carefully, and begin work.

As you begin testing, write down the Start time, Stop time, and the five-minutes-remaining time for Test 1 in this manual. Before you announce five minutes remaining and before you call stop, check your timepiece carefully against the times you have written down and verify them with the proctor if one is in the room.

Reminder: You may post the Start and Stop times on the board if a clock is visible to all students in the room; check your calculations carefully before you do so. You will read an announcement when five minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining.

When your watch or timer indicates **exactly 25 minutes have passed** and you have checked the time, say:

You have 5 minutes remaining on this test.

When your watch or timer indicates exactly 30 minutes have passed and you have checked the Stop time, say:

Stop, please. Put your pencil down and look up. . . .

When everyone has stopped work, continue by saying:

You will have **40 minutes** to work on **Test 2**. During this time you are to work only on **Test 2**. If you finish before time is called, recheck your work. Do not go on to the next test and do not work on the previous test. You may write your calculations in your test booklet. All problems on the Mathematics Test can be solved without using a calculator. However, **you are permitted to use an approved calculator on this test if you brought one with you**. You may get your calculator out now. . . .

You are not allowed to use the following types of calculators:

- calculators with built-in computer algebra systems—Prohibited calculators in this category include:
 - Texas Instruments: All model numbers that begin with **TI-89** or **TI-92** and the **TI-Nspire CAS**—*Note: The TI-Nspire (non-CAS) is permitted.*
 - Hewlett-Packard: **HP 48GII** and all model numbers that begin with **HP 40G**, **HP 49G**, or **HP 50G**
 - Casio: **Algebra fx 2.0**, **ClassPad 300**, and all model numbers that begin with **CFX-9970G**
- handheld, tablet, or laptop computers, including PDAs
- electronic writing pads or pen-input devices—*Note: The Sharp EL 9600 is permitted.*
- calculators built into cell phones or other electronic communication devices
- calculators with a typewriter keypad (keys in QWERTY format)—*Note: letter keys **not** in QWERTY format are permitted.*

The following types of calculators are permitted only if they are modified as noted:

- calculators with paper tape—*The tape must be removed.*
- calculators that make noise—*The sound must be turned off.*
- calculators with an infrared data port—*The infrared data port must be completely covered with heavy opaque material such as duct tape or electrician's tape.*
- calculators that have power cords—*All power/electrical cords must be removed.*

You are responsible for knowing if your calculator is acceptable. If you are found to be using an unauthorized calculator, you will be dismissed and your answer folder will be voided.

Testing personnel must check all calculators. (Refer to pages 4 and 8 in this manual for specific guidelines and examples.) Then say:

You are responsible for making sure your calculator is working properly. We will not provide you with backup batteries or a replacement calculator. Do not share your calculator with any other examinee. If you need to use your backup calculator, raise your hand and we will check it. If you did not bring a backup calculator and yours malfunctions, continue testing.

Set your stopwatch or interval timer to **40 minutes**, and say:

You will have 40 minutes to work on this test. Open your booklet and turn to Test 2, read the directions carefully, and begin work.

When your watch or timer indicates **exactly 35 minutes have passed** and you have checked the time, say:

You have 5 minutes remaining on this test.

When your watch or timer indicates **exactly 40 minutes have passed** and you have checked the Stop time, say:

Stop, please. Put your pencil down and look up. Put your calculators away now; you will not be permitted to use them on the next two tests.

Instruct students to place their answer folders inside their booklets and close the booklets. Do not allow students to leave the room except to go to the restroom; they may move around the room and talk quietly. Call students to attention after 5–10 minutes and ask them to be seated. Tell them to remove their answer folders from their test booklets. Then continue with the directions in the next box.

You will have **20 minutes** to work on **Test 3**. During this time, you are to work only on **Test 3**. If you finish before time is called, recheck your work. Do not go on to the next test and do not work on previous tests.



Test 2 40 Minutes

START _____

5 minutes remaining _____

STOP _____



Test 3 20 Minutes

START _____

5 minutes
remaining _____

STOP _____



Test 4 25 Minutes

START _____

5 minutes
remaining _____

STOP _____

Set your stopwatch or interval timer to **20 minutes**, and say:

Open your booklet and turn to **Test 3**, read the directions carefully, and begin work.

When your watch or timer indicates **exactly 15 minutes have passed** and you have checked the time, say:

You have 5 minutes remaining on this test.

When your watch or timer indicates **exactly 20 minutes have passed** and you have checked the Stop time, say:

Stop, please. Put your pencil down and look up. . . . You will have **25 minutes** to work on **Test 4**. During this time you are to work only on **Test 4**. If you finish before time is called, recheck your work, then place your answer folder inside your test booklet, and close the test booklet. You may not look back at any other test in the booklet. You must remain quietly in your seats until all answer folders and test booklets are collected. There must be no talking.

Set your stopwatch or interval timer to **25 minutes**, and then say:

Turn to **Test 4**, read the directions carefully, and begin work.

When your watch or timer indicates **exactly 20 minutes** have passed and you have checked the Stop time, say:

You have 5 minutes remaining on this test.

When your watch or timer indicates exactly 25 minutes have passed and you have checked the time, say:

Stop, please. Close your booklet. Read the statement in the lower left-hand corner of your answer folder, then sign—do not print—and date your answer folder. Today's date is _____. When you are finished, turn your answer folder so that page 1 faces up and place it on your desk.

When examinees are finished, say:

I/We will now collect your answer folders. Your test booklets will be picked up individually; do not pass them in. You may not leave until everything has been checked. If you brought a calculator for the Mathematics Test, be sure to take it with you when you leave. Please remain quietly in your seats.

Collect the answer folders and turn them so that page 1 is folded to the outside. Then, collect the test booklets individually. Do not allow the booklets to be passed to the front, side, or back of the row. **You must count the test booklets and answer folders to verify that the number of booklets and answer folders distributed matches the number collected before you dismiss the students.** If you are short one or more test booklets, match the booklets with the answer folders.

Make certain that students do not have access to the test materials as they leave the room. Under no circumstances should anyone be allowed to examine the test booklets or answer folders after they have been returned to the proctor or test supervisor. The test session is complete after all test booklets and answer folders have been collected and counts verified.

Disposition of Answer Folders and Test Materials

Checking Answer Folders

To ensure that each student's test results are reported as accurately and quickly as possible, each room supervisor should assemble and check the answer folders carefully.

- ☐ Turn all answer folders the same way with the same side up; they need not be alphabetized.
- ☐ Make sure there is one answer folder for each student who took the test.
- ☐ Check the answer folders for the following and correct as necessary:
 - Are answers marked with a soft-lead pencil? If a student used a pen or marker, use a soft-lead (no. 2) pencil to mark over his or her answer choices.
 - Have all stray marks or doodles been erased?
 - Are all marks neat and dark, filling the answer spaces completely?
 - Is each student's name printed and gridded properly in block **B** (if pre-ID label has not been used)?
 - Is all student information requested on page 1—student ID number, SSN, date of birth, gender, grade, high school code (if needed), etc.—complete and accurate?
- ☐ Use the Testing Irregularity Report on page 23 to describe any irregularities that could affect students' scores (see pages 5 and 6). Forward the report to your test supervisor with the completed answer folders.
- ☐ Keep other used and unused test booklets and other test materials separate and return all materials to the test supervisor.

Accommodation Codes

The PLAN **test supervisor** should be certain that, for all students afforded accommodations for the PLAN tests, the primary accommodation/modification code is gridded in this section of the answer folder (at the top of page 4). The codes are as follows:

- 1. Standard print materials with extended time limits (no other assistance)
- 2. Large-print test book with standard time limits
- 3. Large-print test book with extended time limits
- 4. Oral presentation from audio CD with extended time limits
- 5. Oral presentation from reader script only with extended time limits
- 6. Braille test book with extended time limits
- 7. Scribe to transfer answers to answer folder with standard time limits
- 8. Scribe to transfer answers to answer folder with extended time limits
- 9. Assistive communication device (e.g., FM audio system) with extended time limits
- 10. Oral presentation from cassette with extended time

When a code of 1, 3, 4, 5, 6, 8, 9, or 10 is gridded, the record will not be included in any aggregated data (e.g., School Profile Summary Report, Item Response Summary Report, College Readiness Standards reports).

TO BE COMPLETED BY SCHOOL STAFF ONLY—SEE DIRECTIONS FOR TESTING										
ACCOMMODATIONS Mark only one.					SPECIAL STATUS CODES Mark all that apply.					
①	③	⑤	⑦	⑨	<input type="radio"/> HB	<input type="radio"/> SE	<input type="radio"/> LEP	<input type="radio"/> FL	<input type="radio"/> ME	
②	④	⑥	⑧	⑩	<input type="radio"/> M	<input type="radio"/> R	<input type="radio"/> X	<input type="radio"/> Y	<input type="radio"/> Z	

Special Status Codes

ACT offers this mechanism for identifying records of students with particular characteristics for Title I or other subgroup analysis. Due to potential sensitivity of some characteristics, ACT highly recommends that your school’s test supervisor or coordinator mark this information in the shaded box at the bottom of page one of the answer folder after students have finished testing.

The assigned designation of each of these Special Status Codes is as follows:

- HB – Homebound
- M – Title I Math
- SE – Special Education
- R – Title I Reading
- LEP – Limited English Proficiency
- FL – Free or reduced lunch
- ME – Migrant Education Program
- X – Locally designated
- Y – Locally designated
- Z – Locally designated

PLAN® Testing Irregularity Report

Room Supervisor

Testing Room

Use this form to report any of the testing irregularities described on pages 5–6. Return this completed form to your school's PLAN coordinator.

Name of Student

Explanation of Irregularity

Complete the information below and send a copy of this report to ACT if any of the following irregularities are reported: 1) defective materials, 2) student challenge of a test item, or 3) mistimings and their resolutions that could not be corrected.

School Name

School Code

City

State

Test Date

PLAN® Room Supervisor Comment Form

School Name	Test Date(s)	
Room Supervisor	School Code	
Address		
City	State	ZIP

ACT appreciates receiving comments and suggestions from room supervisors to help improve the PLAN program. If you would like a response, be sure to include your name and address.

If you have comments, please return this completed form with the PLAN answer folders to be scored.

Notes

Notes

Procedures Checklist

This checklist for the administration of PLAN is provided for your convenience. It does not replace the administrative procedures in the PLAN Test Supervisor's Manual.

Test Day

- ☐ Direct students to seats; do not allow them to select their seats.

Administration

- ☐ Distribute answer folders and instruction booklets.
- ☐ If administering PLAN in two sessions, collect the answer folders after the non-test sections are completed and store them securely until they are redistributed on test day.
- ☐ Hand each examinee a test booklet.
- ☐ Verify that the number of test booklets distributed and the number remaining equal the number of booklets assigned to the room.
- ☐ Administer tests in proper sequence.
- ☐ Write the **Start/Stop times** and **5-minutes-remaining time** in the manual for each test.
- ☐ Check calculators.
- ☐ Time each test exactly.
- ☐ Monitor test room by walking around to be sure students are marking their responses appropriately and to discourage prohibited behaviors.
- ☐ Document irregularities and special testing administrations.
- ☐ Do not leave testing room unattended at any time.
- ☐ Collect answer folders first, then test booklets.
- ☐ Verify counts of test materials before students are dismissed.
- ☐ Review answer folders to be sure critical fields on page 1 are gridded correctly.
- ☐ Code "Accommodation" section on page 4 of answer folder of any students allowed extended time or who used special test materials or had assistance.